

The background is a collage of two images. The top-left portion shows a line of yellow school buses, with the number '32' visible on the front of one. The bottom-right portion shows a classroom with blue walls, decorated with colorful balloons and framed pictures. There are several small tables and chairs arranged in the room.

# Superintendents Webcast

Dec. 14, 2021



Kentucky Department of  
**EDUCATION**

# Agenda

## **Welcome**

Jason E. Glass, Ed.D., Commissioner of Education and Chief Learner

## **Western Kentucky Christmas Toy Drive & Other Ways to Support Our Districts Impacted by Dec. 10-11 Tornadoes**

First Lady Britainy Beshear

Jason E. Glass, Ed.D., Commissioner of Education and Chief Learner

Gretchen Wetzel, Executive Director, West Kentucky Educational Cooperative

Bart Flener, Executive Director, Green River Regional Educational Cooperative

## **KDE Support Plan for Districts Impacted by Dec. 10-11 Tornadoes**

Jason E. Glass, Ed.D., Commissioner of Education and Chief Learner

Robin Kinney, KDE Associate Commissioner, Office of Finance and Operations

## **KDE Communications Updates and Announcements**

Toni Konz Tatman, KDE Chief Communications Officer, Office of the Commissioner

## **DPH COVID-19 Update and Holiday Health and Safety Tips**

Dr. Connie White, Deputy Commissioner, Kentucky Department for Public Health

(Continued)

# Agenda (Cont.)

## **The Early Warning Tool**

Kelly Foster, Ed.D., KDE Associate Commissioner, Office of Continuous Improvement and Support

## **LEA Determinations**

Sylvia Starkey, Director, and Stacy Liguori, Determinations Lead

DIMR Office of Special Education and Early Learning (OSEEL), KDE Division of IDEA Monitoring and Results

## **Proposed ESSER Integrated Data Collection**

Robin Kinney, KDE Associate Commissioner

Office of Finance and Operations

## **Diversity and Equity Guidance**

Thomas Woods-Tucker, Ph.D., KDE Deputy Commissioner, and Damien Sweeney, Ed.D.

KDE Office of Teaching and Learning, Division of Diversity, Equity and Inclusion

## **Question and Answer Session**

KDE Leadership

[\(Submit Questions via Google Form\)](#)

# We Stand With You



# Districts impacted by Dec. 10-11 tornadoes

- Barren County
- Glasgow Independent
- Caverna Independent
- Logan County
- Russellville Independent
- Marion County
- Marshall County
- Trigg County
- Taylor County
- Campbellsville Independent
- Hopkins County
- Christian County
- Graves County
- Mayfield Independent
- Dawson Springs Independent
- Warren County
- Bowling Green Independent
- Caldwell County
- Calloway County
- Murray Independent
- Fulton County
- Fulton Independent
- Hart County
- Hickman County
- Lyon County
- Muhlenberg County
- Ohio County
- Spencer County

The background of the slide is a composite image. The top left shows a line of yellow school buses, with the word 'SCHOOL BUS' visible on the front of one. The bottom left shows a classroom with blue walls, decorated with colorful balloons and framed pictures. There are several small desks and chairs in the classroom.

# Western Kentucky Christmas Toy Drive & Other Ways to Support Our Districts Impacted by Dec. 10-11 Tornadoes

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Kentucky Department of  
**E D U C A T I O N**



# Western Kentucky Toy Drive

- All toys, books, and electronics should be new, unwrapped, and in original packaging. \$25 Visa/Mastercard gift cards will also be accepted. No clothes are needed at this time.
- The toy drive starts Tuesday and runs through Saturday.
- [Drop off locations and more info](#)

HELPING OUR WESTERN KENTUCKY FAMILIES IN NEED

## Western Kentucky TOY DRIVE

*All items should be new, unwrapped and in original packaging.  
No clothes needed at this time.*

- **Ages in Need:** Infant to teens
- **Eligible Items:** Toys, books, electronics and \$25 VISA or Mastercard giftcards
- **Accepting Donations:** Tuesday, Dec. 14– Saturday, Dec. 18

FOR DROP-OFF LOCATIONS AND MORE INFORMATION, VISIT:  
[FIRSTLADY.KY.GOV/TOYDRIVE](https://firstlady.ky.gov/toydrive)

TEAM KENTUCKY



# Team Western Kentucky Tornado Relief Fund

- Governor Beshear has established the [Team Western Kentucky Tornado Relief Fund](#) to assist those impacted by the tornados and the severe weather system on Dec. 11, 2021.

All donations to the Team Western Kentucky Tornado Relief Fund are tax-deductible and donors will receive a receipt for tax purposes after donating.





The background of the slide is a composite image. The top left shows a line of yellow school buses, with the number '32' visible on the front of one. The bottom left shows a classroom with blue walls, decorated with colorful balloons and framed pictures. There are several small white tables and chairs arranged in the room.

# KDE Support Plan for Districts Impacted by Dec. 10-11 Tornadoes

Jason E. Glass, Ed.D., Commissioner of Education and Chief Learner  
Robin Kinney, KDE Associate Commissioner, Office of Finance and  
Operations

# Operations and Logistics

- First and foremost: Continue to take care of yourself, staff, students and families
- Funding: SEEK is not impacted due to the prior district selection of 2018-2019 or 2019-2020 student attendance data
- Needs will vary from district to district
- Immediate questions from districts – school calendar, food service and facilities
- We'll be here when you are ready for us

# Emergency Days - [702 KAR 7:140](#)

- Emergency Day Waiver. A school district shall not be granted an emergency day waiver unless the district has missed more than twenty (20) regular student attendance days district-wide and the district has demonstrated that an extreme hardship would result if the district is not granted an emergency day waiver. The local school district shall make up at least the first twenty (20) regular student attendance days missed in a school year by adding these equivalent hours back into the school calendar.
- A local board of education request for a district-wide emergency day waiver shall be submitted to the commissioner for approval. A copy of the local board order shall accompany this request. An approved emergency day waiver shall be the length of the student attendance day established in the approved calendar.
- A local board of education may request an emergency day waiver if one (1) school, or part of the district, is forced to miss school on a particular student attendance day due to an emergency. The request shall be submitted to the commissioner for approval. A copy of the local board order shall accompany this request. An approved emergency day waiver shall be the length of the student attendance day established in the approved calendar.
- [2021-2022 Pupil Attendance Manual](#)

# School and Community Nutrition

Sponsors directly impacted by the severe weather event.

- If you are in a position to provide program operations, please keep in mind the following:
  - If schools are closed, this is considered an unanticipated school closure. You may provide meal service as an open site in a congregate or non-congregate setting with approved waivers. Contact SCN for immediate approval.
- If your schools are closed and operating as shelters, please keep in mind the following:
  - You can provide meals to everyone in the shelter. Please contact SCN immediately to discuss program options (if you want to claim) and other food considerations (how to handle inventory).
- It is of the utmost importance that you keep documentation for the following:
  - Any meals served to children
  - USDA commodities that were used for feeding
  - Commercial foods used in non-reimbursable meals or lost due to the severe weather event.

Reminder: Program operations are permitted as long as school is closed in unanticipated situations. Program operations are not permissible once the planned winter break closure begins.

# School and Community Nutrition

Sponsors not directly impacted by the severe weather event but wish to assist sponsors in need:

- Child nutrition sponsors can donate program food to other program sponsors for program use. The donating sponsor should record the inventory and document as a donation. The receiving sponsor should record the inventory as a donation. The inventory then becomes the property of the receiving sponsor.

If you have additional questions, please contact your SCN Schools Branch Point of Contact.



# Facilities

- 702 KAR 4:160 addresses the capital construction process including emergency procedures.
- “Emergency” is defined as : A situation which creates a threat or impending threat to public health, welfare, or safety [due to] unforeseen events, and which results in the loss of use of the physical facilities.
- If an emergency occurs, impacting an activity for which a BG-1 Form is required, the Superintendent shall:
  - Proceed with corrective actions, as needed; and
  - Continue to take all precautions to address the safety of the persons on site, contact emergency personnel as required.

# Facilities

- Contact maintenance personnel to stabilize and waterproof the facility. The situation may require that community volunteers be sought and hiring local contractors with the equipment to address the situation be brought to the site.
  - Keep records of all volunteer's hours, equipment rented, materials purchased and payments to contractors. These may be able to be reimbursed later.
  - Photos for documentation purposes
- Contact your insurance carrier.
- Contact your architect.

# Facilities

Notify the department of the emergency

- *Phone call or email to either the KDE email box provided or to your KDE project manager.*
- *This can be done by the superintendent and confirmed later by the local board.*

Declare an emergency in accordance with the district's officially adopted procurement method pursuant to KRS 45A.355 and KRS 45A.380, or KRS 424.260.

Submit to the department via FACPAC:

BG-1 Form and Emergency Declaration

# Contacts

- [DisasterRecovery@education.ky.gov](mailto:DisasterRecovery@education.ky.gov)
- Robin Kinney, Associate Commissioner, Office of Finance and Operations, [Robin.Kinney@education.ky.gov](mailto:Robin.Kinney@education.ky.gov) (502) 564-1976, ext. 4302
- Chay Ritter, Director, District Support Services, (502) 564-3846, ext. 4453, [Chay.Ritter@education.ky.gov](mailto:Chay.Ritter@education.ky.gov)
- Greg Dunbar, Branch Manager, Facilities Branch, (502) 564-4326, ext. 4429 [Greg.Dunbar@education.ky.gov](mailto:Greg.Dunbar@education.ky.gov)
- Lauren Moore, Director, School and Community Nutrition (502) 564-5625, ext. 4929 [Lauren.Moore2@education.ky.gov](mailto:Lauren.Moore2@education.ky.gov)
- Steve Lyles, Assistant Director, District Support Services, (502) 564-3930, ext. 4416, [Steve.Lyles@education.ky.gov](mailto:Steve.Lyles@education.ky.gov)

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# KDE Communications Updates and Announcements

Toni Konz Tatman

KDE Chief Communications Officer

Office of the Commissioner



Kentucky Department of  
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# Impact Kentucky Survey Open through Dec. 17



- Survey open through Dec. 17 for certified staff members
- The survey will provide schools with critical data that guides the implementation of policies and practices that maximize teacher effectiveness.
- Administered by KDE and Panorama Education, the survey should only take about 25 minutes and is completely anonymous.
- The survey is comprised of 70 questions and an additional eight background questions.

# Robinson Award for Diversity and Equity in Public Education

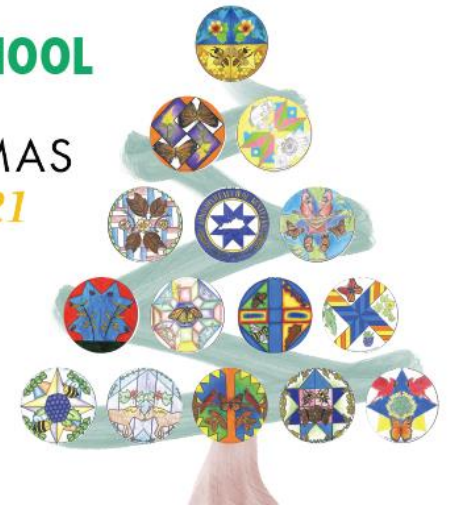


- The Kentucky Board of Education (KBE) accepting nominations for the 2022 Robinson
- Award is given to an individual or group in Kentucky for outstanding leadership, commitment and service in promoting equity and opportunities to learn at high levels for all Kentucky students
- [Nominations accepted](#) through Jan. 13

# Marion County High School Representing Kentucky in 2021 National Christmas Tree Display

- Marion County High School was one of 57 other schools across the country to create ornaments for the National Christmas Tree display on the Ellipse in President's Park in front of the White House.
- Ornaments adorn 58 smaller trees surrounding the National Christmas Tree, representing each U.S. state, territory and the District of Columbia.
- Visual art teacher Kandace Potter's drawing and painting class studied the traditional quilting and painting ornamental barn quilt squares for the project.

**MARION COUNTY HIGH SCHOOL**



# Kentucky's Ashley Rogers Named 2022 NACTE New Teacher of the Year

- Ashley Rogers, an agriculture educator and FFA advisor at Nicholas County Middle and High School, named as the 2022 National ACTE New Teacher of the Year by the Association for Career and Technical Education
- Award recognizes new CTE teachers who have made significant contributions toward innovative and unique career and technical education programs and shown professional commitment early in their careers
- When Rogers was hired, the program had an average of 60-65 students enrolled in agricultural courses out of 514 students in grades 7-12. Her two-teacher department has grown to over 185 students, with more than 120 members involved in FFA.



# Two Kentucky High School Students Named National Educators Rising Ambassadors

- Audrey Gilbert of Frankfort High School (Franklin Independent), and Hannah Price of Martha Layne Collins High School (Shelby County) named National Educators Rising Ambassadors for 2021-2022 school year
- Gilbert and Price will contribute their opinion and experiences in critical national conversations about teaching and learning, lead their peers and spread the word on Educators Rising opportunities.
- Thirteen high school students from across the nation and one collegiate student were selected
- [Educators Rising](#) Kentucky is the career and technical student organization (CTSO) for middle and high school students interested in the field of education-related careers.





The background of the slide is split diagonally from the top-left to the bottom-right. The upper-left portion shows a line of yellow school buses parked outdoors. The lower-right portion shows the interior of a classroom with blue walls, decorated with colorful balloons and framed pictures. Several small desks and chairs are visible in the foreground.

# DPH COVID-19 Update and Holiday Health and Safety Tips

Connie White, M.D.

Deputy Commissioner

Kentucky Department for Public Health



Kentucky Department of  
**E D U C A T I O N**

# Superintendents Webinar

Connie Gayle White, M.D., MS, FACOG  
Deputy Commissioner for Clinical Affairs

Dec. 14, 2021



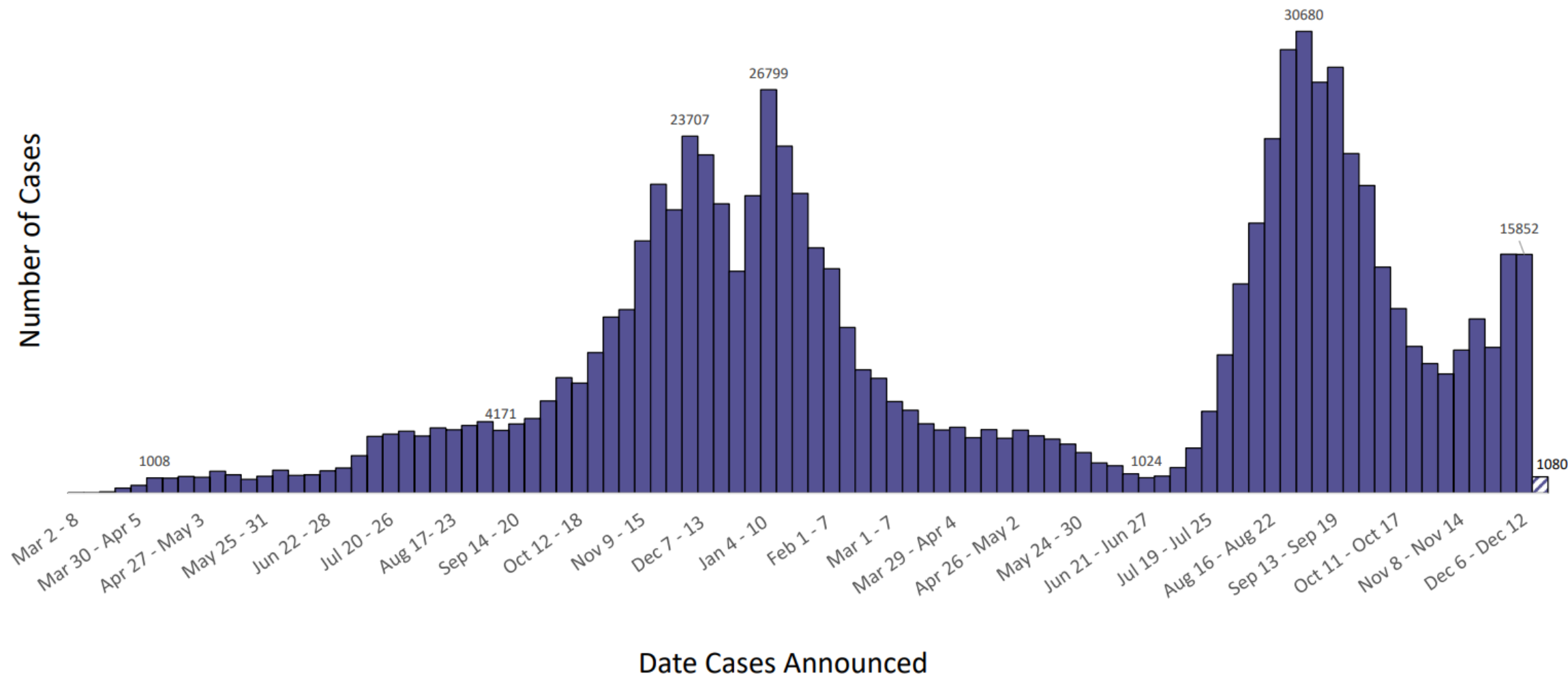
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KENTUCKY CABINET FOR  
HEALTH AND FAMILY SERVICES

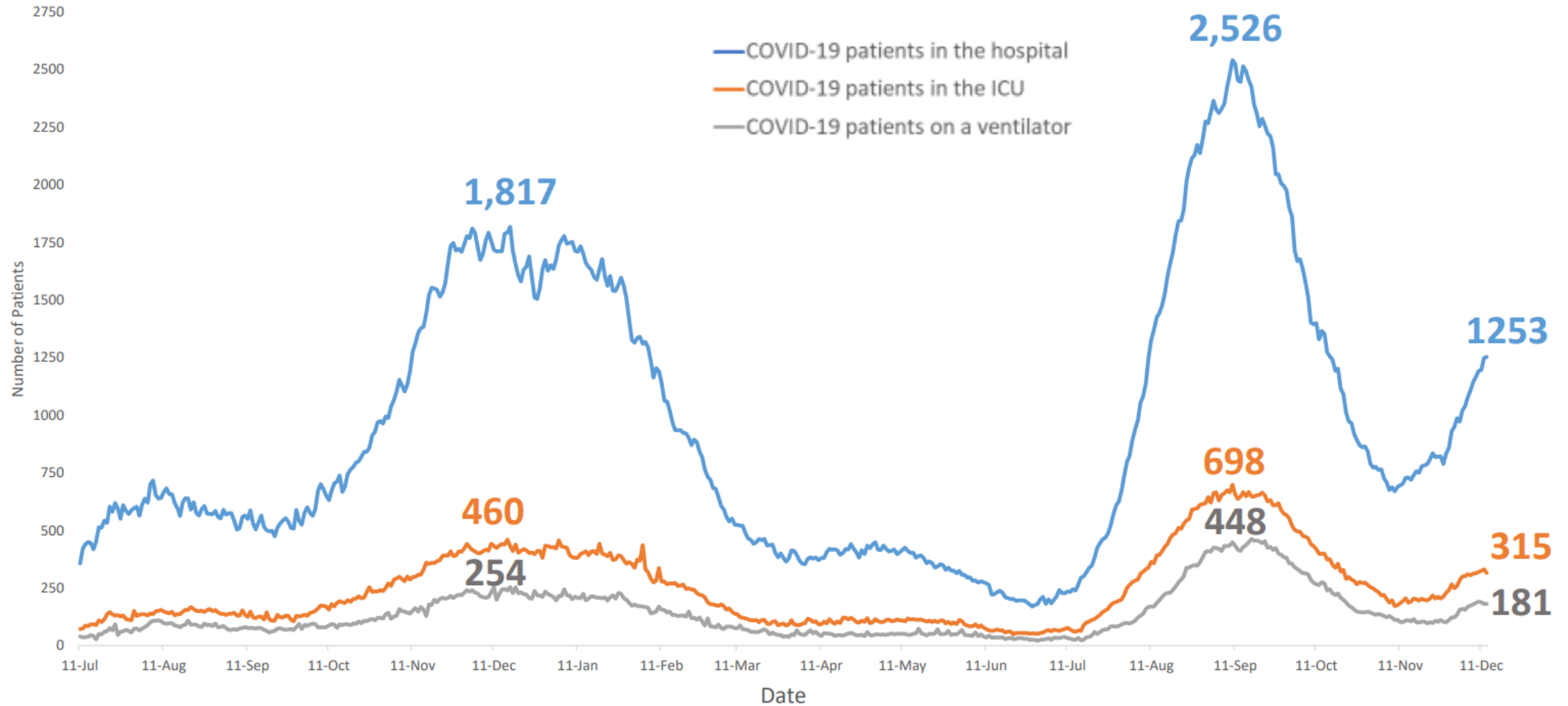


**Kentucky Public Health**  
Prevent. Promote. Protect.

# Kentucky COVID-19 New Cases by Week (n = 815,283)



# COVID-19 hospitalization, ICU, and ventilator census in Kentucky hospitals - July 11, 2020 – December 13, 2021



Last Updated December 13, 2021

# HOSPITAL CAPACITY BY REGION

TEAM  
KENTUCKY

## REGION 1

Ballard, Caldwell, Calloway, Carlisle, Crittenden, Fulton, Graves, Hickman, Livingston, Lyon, Marshall, McCracken, Trigg

## REGION 2

Christian, Daviess, Hancock, Henderson, Hopkins, McLean, Muhlenberg, Ohio, Todd, Union, Webster

## REGION 3

Breckinridge, Bullitt, Grayson, Hardin, Henry, Jefferson, LaRue, Marion, Meade, Nelson, Oldham, Shelby, Spencer, Trimble, Washington

## REGION 4

Allen, Barren, Butler, Edmonson, Hart, Logan, Metcalfe, Monroe, Simpson, Warren

## REGION 5

Anderson, Bourbon, Boyle, Clark, Estill, Fayette, Franklin, Garrard, Harrison, Jessamine, Lincoln, Madison, Mercer, Nicholas, Powell, Scott, Woodford

## REGION 6

Boone, Bracken, Campbell, Carroll, Gallatin, Grant, Kenton, Owen, Pendleton

## REGION 7

Bath, Boyd, Carter, Elliott, Fleming, Greenup, Lewis, Mason, Menifee, Montgomery, Morgan, Robertson, Rowan

## REGION 8

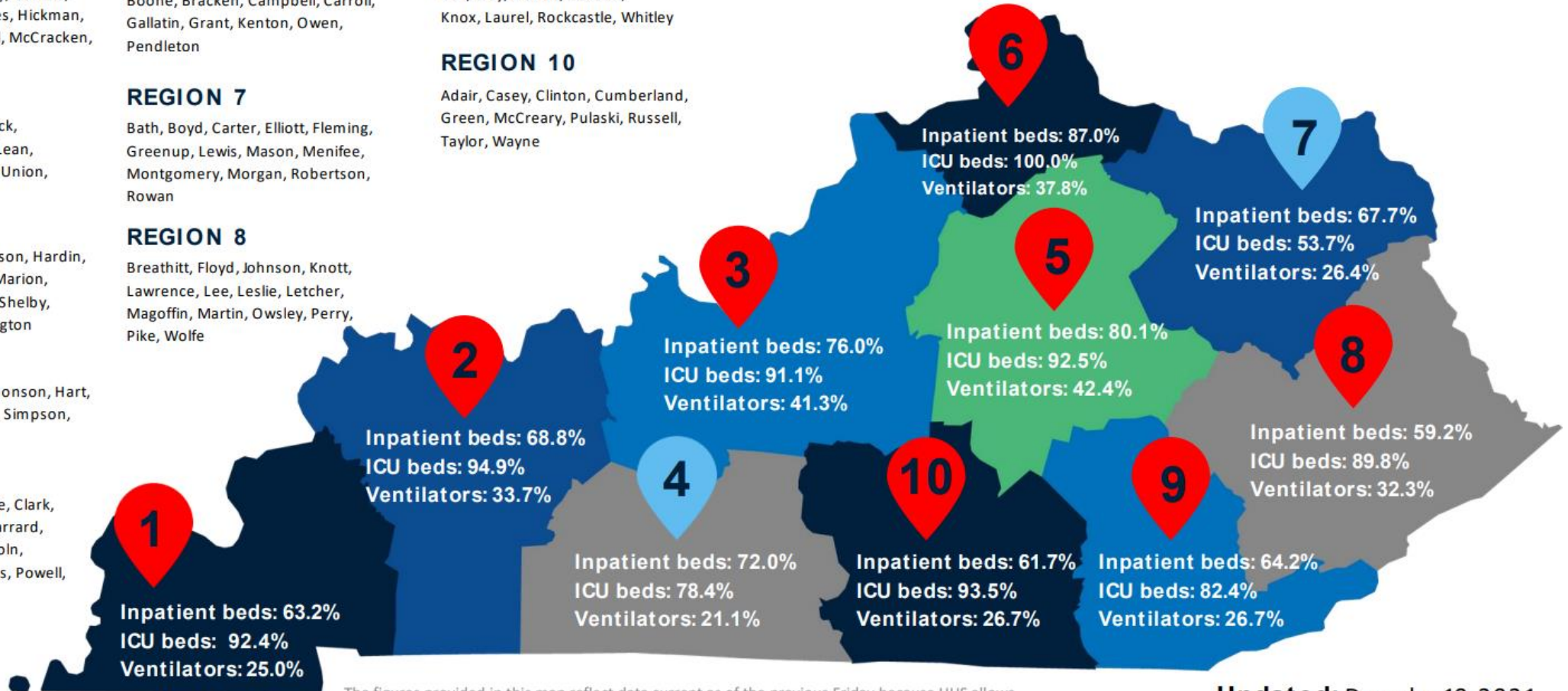
Breathitt, Floyd, Johnson, Knott, Lawrence, Lee, Leslie, Letcher, Magoffin, Martin, Owsley, Perry, Pike, Wolfe

## REGION 9

Bell, Clay, Harlan, Jackson, Knox, Laurel, Rockcastle, Whitley

## REGION 10

Adair, Casey, Clinton, Cumberland, Green, McCreary, Pulaski, Russell, Taylor, Wayne

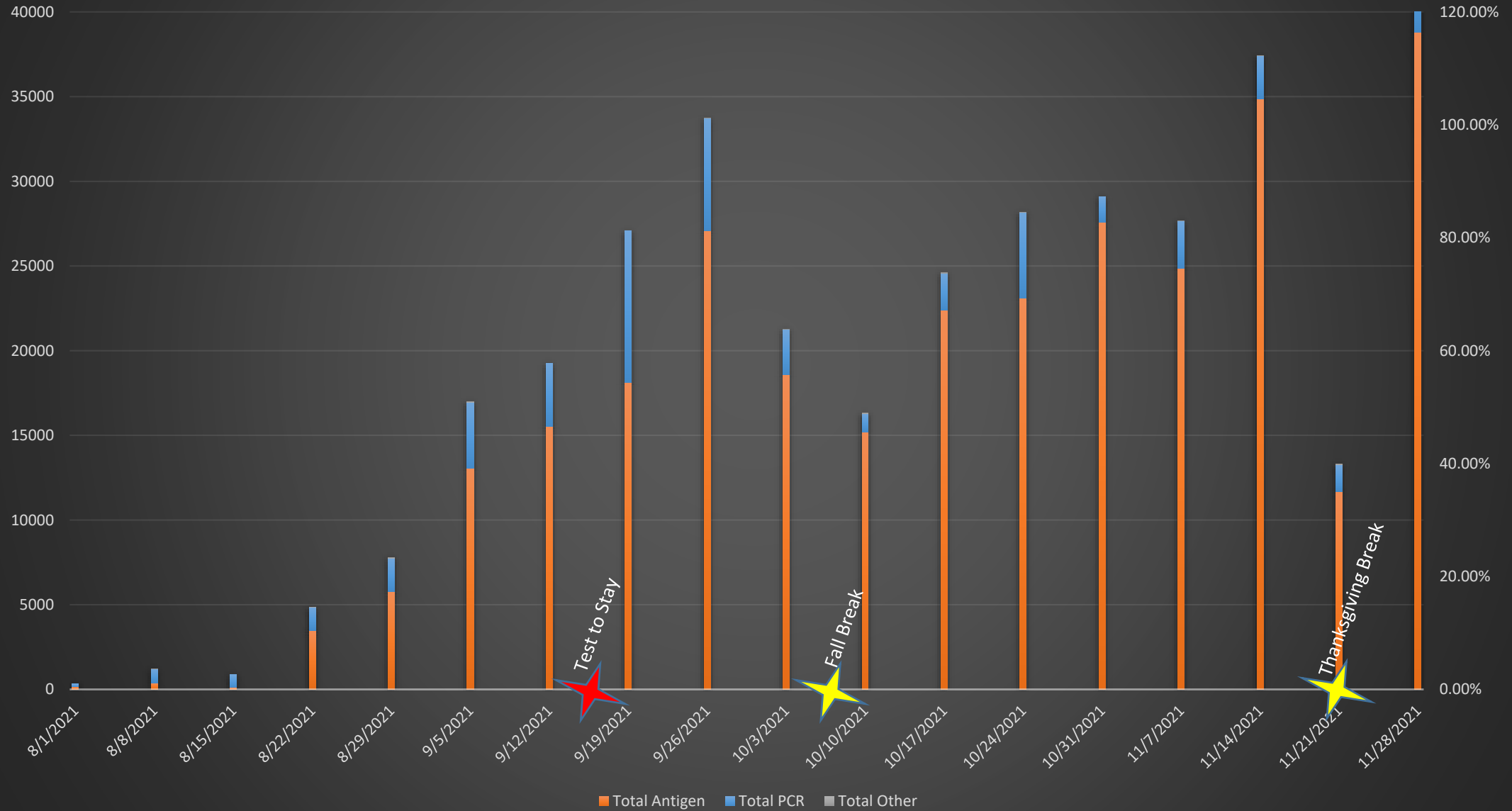


The figures provided in this map reflect data current as of the previous Friday because HHS allows facilities flexibility of reporting over the weekend, which results in incomplete data on weekends.

**Updated:** December 10, 2021



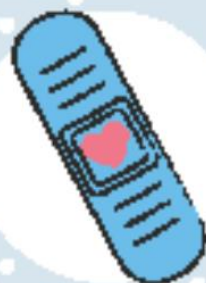
## Number of Tests and Percent Positivity for the K-12 COVID Testing Program, By Week





# HOLIDAY HEALTH AND SAFETY TIPS

**Give the gift of health and safety to yourself and others  
by following these holiday health tips.**



## **Get your COVID-19 and flu vaccines**

The COVID-19 vaccine and a yearly flu vaccine can protect you from COVID-19 and the flu. Get vaccinated as soon as you can.



## **Wear a mask**

If you are not fully vaccinated or if you have a weakened immune system, wear a mask indoors. If you are fully vaccinated, wear a mask indoors in areas with substantial or high COVID-19 transmission.



## **Wash your hands often**

Keeping hands clean is one of the most important steps you can take to avoid getting sick. Wash hands with soap and water for at least 20 seconds.



## **Stay home if you are sick**

It is very important to stay home if you are not feeling well. Staying home will help to not spread illness to others you care about.



### **Wash your hands often**

Keeping hands clean is one of the most important steps you can take to avoid getting sick. Wash hands with soap and water for at least 20 seconds.



### **Stay home if you are sick**

It is very important to stay home if you are not feeling well. Staying home will help to not spread illness to others you care about.



### **Connect with others**

Sometimes the holidays can be stressful or lonely. Talk with people you trust about how you are feeling and express gratitude.



### **Make healthy choices**

Get a good night's sleep. Eat foods that are healthy options such as fruits and vegetables instead of sweet snacks. Drink more water rather than sugary drinks.



### **Get up and move**

Make sure you get some kind of exercise every day. This can include going for a walk, playing sports or dancing around the house.



**Kentucky Public Health**

Prevention • Protection • Promotion



# Holiday Health and Safety Tips ([ky.gov](https://www.ky.gov))





# The Early Warning Tool

Kelly Foster, Ed.D.

KDE Associate Commissioner

Office of Continuous Improvement and Support

# Overview

- Now is a critical time to ensure systemic use of data to keep students engaged and prevent dropout.
- Early Warning is a powerful tool that evaluates each student's Infinite Campus record (K-12) as it relates to their likelihood of being promoted to the next grade and graduation.
- Offers a quick way to identify students at risk in key categories:
  - Attendance
  - Behavior
  - Curriculum
  - Stability
- Easy-to-understand graphic interactive dashboard that provides of visuals of the distribution of students in your school.



# Highlights

- Can sort and filter by district level, school, grade, risk area and tier
- Ability to create watch lists, ad-hoc groups and caseloads
- Can view trends on individual students (yearly, monthly, weekly)
- Opportunity for change chart identifies area of intervention that will yield the greatest increase in likelihood of staying on track/graduating

# Want to Learn More?

- Visit the [KDE Persistence to Graduation](#) site for links to more information and resources, including a 10-minute video overview.
- Explore the tool using the IC Pathway:
  - Student Information → Counseling → Early Warning
- Contact [Judi.Vanderhaar@education.ky.gov](mailto:Judi.Vanderhaar@education.ky.gov) or [Michelle.Nichols@education.ky.gov](mailto:Michelle.Nichols@education.ky.gov) for training requests

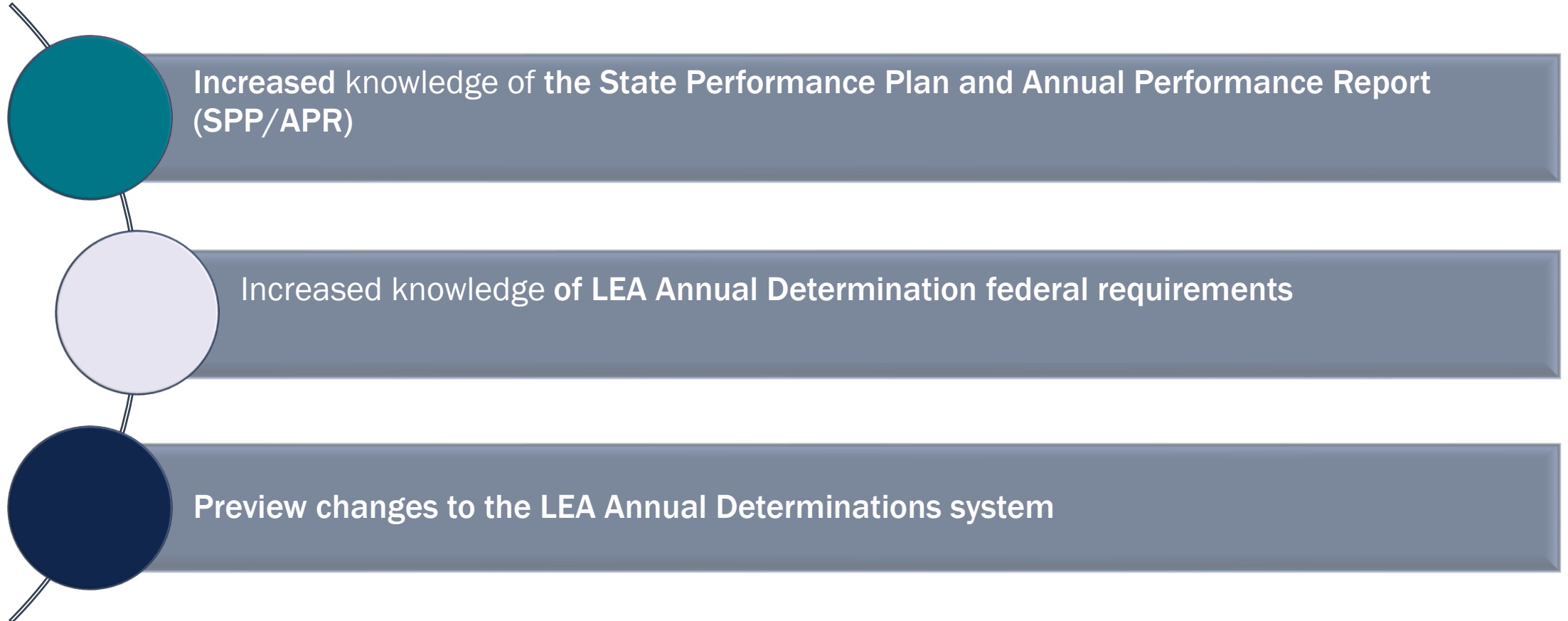


# LEA Determinations

KDE Office of Special Education and Early Learning (OSEEL)  
Division of IDEA Monitoring and Results (DIMR)

Sylvia Starkey, Director,  
Stacy Liguori, Determinations Lead

# Participant Outcomes



# State Performance Plan and Annual Performance Report (SPP/APR)

- The Individuals with Disabilities Education Act (IDEA) requires each state to develop a state performance plan/annual performance report (SPP/APR) which evaluates the state's efforts to implement the requirements and purposes of the IDEA and describes how the state will improve its implementation.
- The SPP/APRs include indicators that measure child and family outcomes, and other indicators that measure compliance with the requirements of the IDEA.
- Each year, states must report against the targets in its SPP in an annual performance report (APR).

# SPP/APR Indicators

1. Graduation
2. Dropout
3. Assessment
4. Suspension/Expulsion
5. Education Environments (School Age)
6. Preschool Environments
7. Preschool Outcomes
8. Parent Involvement
9. Disproportionate Representation
10. Disproportionate Representation of Specific Disability Categories
11. Child Find
12. Early Childhood Transition
13. Secondary Transition
14. Post-School Outcomes
15. Resolution Sessions
16. Mediation
17. State Systemic Improvement Plan



# What are Annual Determinations?

- The Office of Special Education Programs (OSEP) uses information from the SPP/APR, information obtained through monitoring visits and any other public information to annually determine if the state meets requirements or needs assistance/intervention.
- KDE's Office of Special Education and Early Learning (OSEEL) is required by OSEP to issue similar determinations to local school districts.
- LEA Annual Determinations are issued in June of each year.

# Annual Determinations Template



2022 Local Education Agency (LEA) Annual Determination  
XXXX School District  
Special Education

District Overall Percentage (%)		XXXX School District			
Results-Driven Accountability (RDA) Scores					
Results		Total Points Possible	Total Points Earned	District Score (%)	
Compliance/Timeliness		75			
		45			
Mathematics Assessment					
Are students with disabilities achieving at high levels in mathematics?					
	State Target	District Data	Met Target?	Points Possible	District Score
Indicator 3A: Assessment (Participation)				1	
Indicator 3B: Proficiency (Grade-Level Standards)					
Elementary School				3	
Middle School				3	
High School				3	
Reading Assessment					
Are students with disabilities achieving at high levels in reading?					
	State Target	District Data	Met Target?	Points Possible	District Score
Indicator 3A: Assessment (Participation)				1	
Indicator 3B: Proficiency (Grade-Level Standards)					
Elementary School				3	
Middle School				3	
High School				3	
Preschool Outcomes					
Are children with disabilities beginning kindergarten ready to learn?					
	State Target	District Data	Met Target?	Points Possible	District Score
Indicator 7: Preschool Outcomes					
A1.) Positive social-emotional skills (growth)				2	
A2.) Positive social-emotional skills (within expectations)				2	
B1.) Acquisition and use of knowledge and skills (growth)				1	
B2.) Acquisition and use of knowledge and skills (within expectations)				1	
C1.) Entered or exited the program (growth)				2	
C2.) Entered or exited the program (within expectations)				2	

\* Denotes the district did not meet the state target-but received performance points due to demonstrated growth from the previous year.

Parent Involvement					
Are parents involved in the education of students with disabilities?					
	State Target	District Data	Met Target?	Points Possible	District Score
Indicator 8: Parent Involvement				3	
Indicator 8: Parent Survey Participation				2	
Exiting					
Are students with disabilities prepared for life, work, & post-secondary education?					
	State Target	District Data	Met Target?	Points Possible	District Score
Indicator 1: Graduation				10	
Indicator 2: Drop Out				10	
Indicator 14: Post-School Outcomes					
a.) Enrolled in higher education				3	
b.) Enrolled in higher education or competitively employed				4	
c.) Enrolled in higher education, other postsecondary education, or training program or competitively employed or in some other employment within one year of leaving high school				3	
Least Restrictive Environment					
Are students with disabilities educated in their least restrictive environment?					
	State Target	District Data	Met Target?	Points Possible	District Score
Indicator 5: Education Environments (School Age)					
a.) Inside regular class, 80% or more of the day				4	
b.) Inside regular class, less than 40% of day				3	
Indicator 6: Preschool Environments					
a.) Majority of special education and related services in regular early childhood program				3	
Compliance					
Did the district meet compliance standards in the IDEA?					
	State Target	District Data	Met Target?	Audit Results	Points Possible District Score
Indicator 4B: Suspension/Expulsion					9
Indicator 9: Disproportionate Representation					9
Indicator 10: Disproportionate Representation in Specific Disability Categories					9
Indicator 11: Child Find					3
Indicator 12: Early Childhood Transition					3
Indicator 13: Secondary Transition					5
Timeliness					
Did the closure of corrective action plans and the submission of data meet compliance standards?					
	Points Possible	District Score	Notes		
Timely/Accurate Data	3				
Corrective Action Plans	4				
Failure/Inability to Comply	N/A	No Finding			

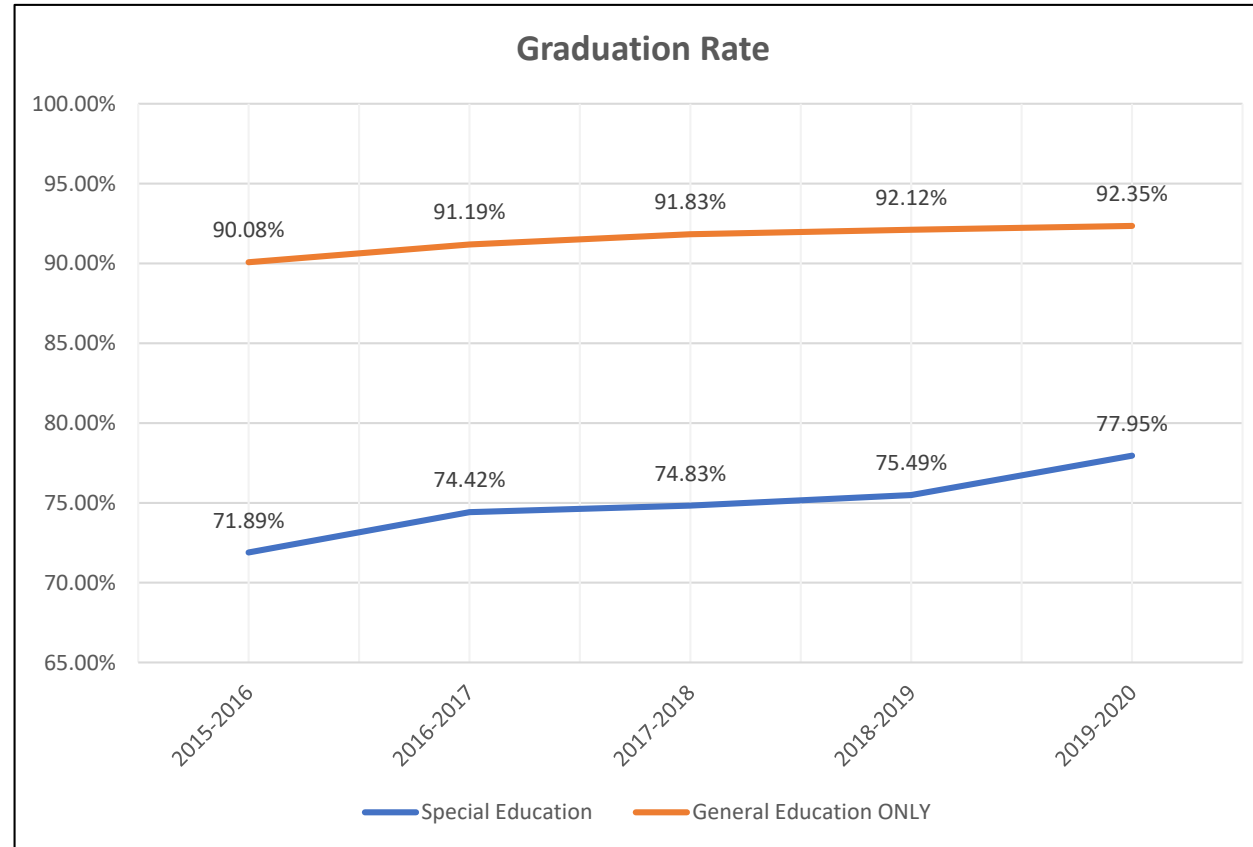
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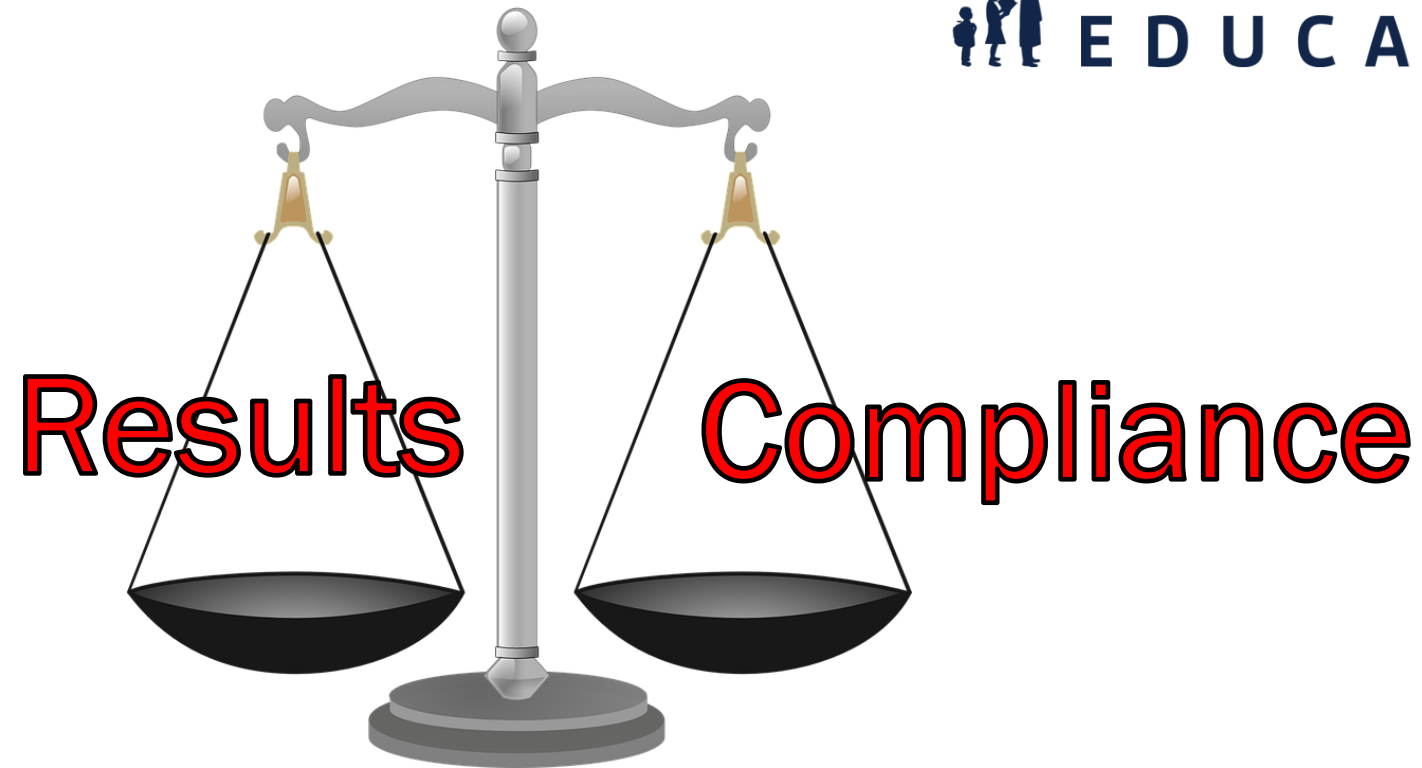


Kentucky Department of  
**EDUCATION**



# Why Include Results?





**A balanced approach is needed to effectively impact educational results.**

# Overall Determination Results

A district's overall result is determined based on their compliance score and results score. The compliance score is weighted at 50% and the results score is weighted at 50% to calculate the district's determination, unless specified otherwise due to special conditions. The District Determination is the official and final determination that the DIMR uses to fulfill the federal reporting requirements under IDEA.

- **Meets Requirement: Percentage  $\geq 75\%$**
- **Needs Assistance: 74% to 50%**
- **Needs Intervention: Percentage  $< 49\%$**
- **Needs Substantial Intervention: Persistent Failure to Comply/Not Able to Comply**



# Rounding Rules

OSEEL will apply standard rounding rules to the hundredths place when calculating LEA determinations.

## Examples

- 6.948% would round up to 6.95%
- 6.944% would round down to 6.94%
- 75.398% would round up to 75.40%
- 75.364% would round down to 75.36%

# Questions?


Sylvia Starkey

Director

KDE Division of IDEA Monitoring and Results

(502) 564-4970, ext. 4118

[sylvia.starkey@education.ky.gov](mailto:sylvia.starkey@education.ky.gov)

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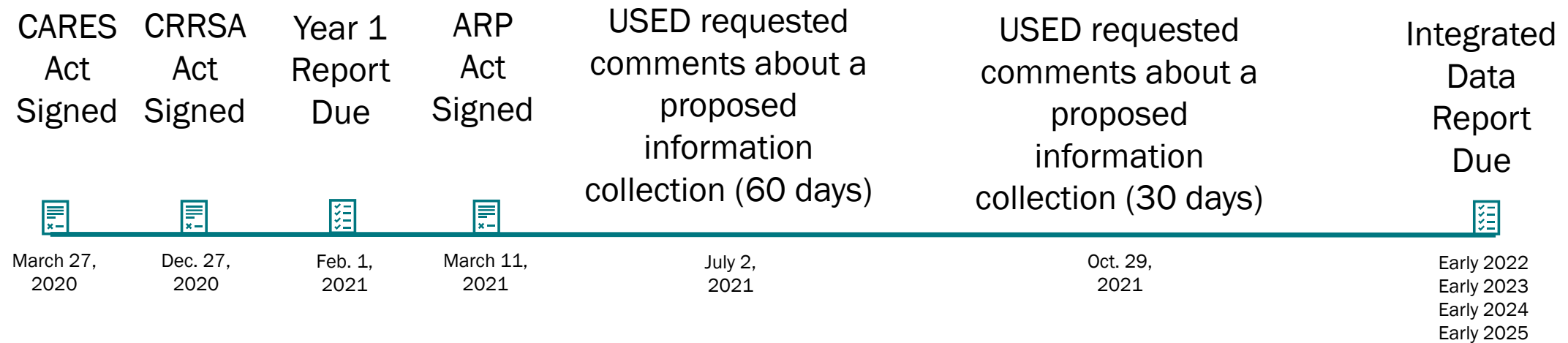
# U.S. Department of Education Proposed ESSER Integrated Data Collection

Robin Kinney, KDE Associate Commissioner  
Office of Finance and Operations



# Federal Timeline

## Select Events



*These reports are quite different.*

# Integrated Report: Scope



ESSER Fund	MUNIS Project
ESSER I Mandatory Allocation	613F 613FP
ESSER I Digital Learning Coach Support (State Reserve)	613FD
ESSER I New Teacher Support (State Reserve)	613FT
ESSER II Mandatory Allocation	554G
ESSER II Direct Services	554GD
ESSER II State Set-Aside (State Reserve)	554GS
ESSER II Digital Learning Coach Support (State Reserve)	554GL
ARP ESSER Mandatory Allocation (80% portion)	473G
ARP ESSER Mandatory Allocation (20% portion)	473GL
ARP ESSER Digital Learning Coach Support (State Reserve)	473GD
ARP ESSER Kentucky Virtual Library (State Reserve)	473GK

*This report does not include GEER funds, Last Mile internet funds, etc.*

# Integrated Report: Framework

Section	Description	Source
	Introductory Info: <ul style="list-style-type: none"><li>• Definitions</li><li>• Entities required to report</li><li>• Reporting Periods</li></ul>	
One	Overall ESSER Funds Summary	KDE
Two	SEA Reserve Funds	KDE/Subgrantee
Three	Mandatory Subgrants to LEAs	Districts
Four	Equitable Support for Learning Recovery and/or Acceleration	Districts
Five	FTE Positions	Districts
Six	Maintenance of Equity	KDE
	Student Outcomes (from other data collections)	USED



# Integrated Report: Highlights

- Information requested from districts is quite detailed
- Asking for expenditures, planned expenditures and staffing levels for all ESSER funds in a single report
- The U.S. Department of Education estimates that each district will spend approximately 140 hours completing the form.
- Several questions related to disaggregated student-level participation and allocation data are flagged as optional this year, but required in next year's collection.



# Diversity and Equity Guidance

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Division of Diversity, Equity and Inclusion



Kentucky Department of  
**E D U C A T I O N**

# New Document

## Facilitating Conversations About Diversity, Equity and inclusion



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# DEI Celebrations

- Equity Toolkit and Equity Dashboard
- Advanced Placement
- International Baccalaureate
- Governor's School for the Arts
- Regional Cooperatives
- District Diversity, Equity and Inclusion Officers
- New KDE DEI Page
- New KDE Document (Facilitating Conversations About Diversity, Equity and Inclusion)

# Thank You!

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The background of the slide is a collage. The top left shows a line of yellow school buses, with the number '32' visible on the front of one. The bottom left shows a classroom with blue walls, decorated with colorful balloons and framed pictures. There are several small desks and chairs in the classroom.

# Question and Answer Session

*(Submit Questions via Google Form)*

KDE Leadership



The background of the slide is a collage of two images. The top-left portion shows a line of yellow school buses, with the front of one bus clearly visible, displaying 'SCHOOL BUS' and the number '32'. The bottom-right portion shows a classroom with blue walls, decorated with colorful balloons and framed pictures. There are several small desks and chairs arranged in the room.

# Next Superintendents Webcast

Jan. xx, 2022



Kentucky Department of  
**EDUCATION**